DOCUMENT RESUME

ED 210 703 CS 206 680

TITLE English Language Arts Skills and Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1981 (Vol. 42 Nos. 1 through 6).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 81

NOTE 20p.; Pages may be marginally legible.

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Annotated Bibliographies; Context Clues; *Doctoral Dissertations; *Educational Research; Elementary Secondary Education; *English Instruction; Higher Education; Language Arts; *Language Skills; Listening Skills; Reading Skills; Speech Skills; *Spelling Instruction; Teaching Methods; *Writing Skills

IDENTIFIERS Prose Learning

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 36 titles deal with a variety of topics, including the following: (1) distancing in young children's stories; (2) the effects of verbal and visual elaborations on the learning of abstract concepts; (3) the effects of underlined cues, advance organizers, and post organizers on meaningful prose learning; (4) planning and implementing a junior high school gifted program for language arts/social studies; (5) simultaneous computer-delivered audiovisual word cuing; (6) imagination and environmental cues in young children's verbal creativity; (7) elective English in secondary schools; (8) phonemic analysis, concrete operations, and reading an alphabetic script; (9) the effect of pictures on the acquisition of isolated sight words; (10) the relation of media to English instruction; (11) spelling reform for the English language; (12) the effects of spelling games on the spelling achievement of elementary school students; (13) lexicogrammatical and behavioral forms that code time and space; (14) the relationship of sociocultural distance to the reading and writing skills of community college basic skills students; and (15) the effects of various writing tools on the handwriting legibility of first grade students. (FL)

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LONG AGO AND FAR AWAY: DISTANCING IN YOUNG CHILDREN'S STORIES

Order No. 8126577

ANDERSON, BETH COLLEEN, ED.D. *The University of North Dakota*, 1981. 169pp. Adviser: Dr. David Kuschner

This study investigated the concept of distancing within the oral stories of 36 children, ages three to five. Distancing was conceptualized, in part, as young children's increasing capacity with age to incorporate fantasy material exceeding the boundaries of their direct experience and to achieve self-other differentiation within the discourse form of stories.

The study focused on three research questions: (1) What strategies do young children use to achieve distancing within their oral stories? (2) Do these strategies vary with age? (3) Is the ability to achieve distancing related to other measures of language fluency? The author created a distancing rating scale to answer research questions one and two. Thirteen items comprised the distancing scale. Some items were adapted from the work of other investigators (Applebee 1978; Pitcher & Prelinger 1963; Pulaski 1973; Watson-Gegeo & Boggs 1977; Weisskopf 1950; Willy 1975), while three original items were contributed by the author. To answer research question three, the author administered the Peabody Picture Vocabulary Test.

Eleven of the 13 distancing strategies were used in one-fourth or more of the children's stories. Total distancing scores correlated with age at a statistically significant level but to a moderate degree. Three of the individual 13 distancing strategies discriminated by age at statistically significant levels. Comparison of mean distancing scores revealed statistically significant differences between the three year olds and all other age groups but failed to discriminate the four year olds from the five year olds. The author speculated that age and experience may contribute more to distancing ability than does innate intelligence. Distancing ability and receptive language fluency correlated at a statistically significant level but to a relatively low degree. Further analysis suggested that these measures may be related largely as a function of chronological age.

An incidential finding involved sex differences in the children's stories. Boys and girls differed at statistically significant levels in their use of four distancing strategies. The author suggested that these findings may be related to differing socialization experiences to which young children are subjected.

THE EFFECT OF VARIOUS WRITING TOOLS ON THE HANDWRITING LEGIBILITY OF FIRST GRADE CHILDREN

Order No. 8127411

AYRIS, BEULAH MELETA, ED.D. *The University of Florida*, 1981. 127pp. Chairperson: Dr. Linda L. Lamme

This study investigated the effects of various writing tools on handwriting legibility of first grade children. Writing tools used were: large primary pencils, standard # 2 pencils, standard # 2 pencils with triangular pencil grips attached, Zaner-Bloser small primary pencils, and Bic fine line felt-tip pens. This study examined these questions: (1) Does the writing tool effect the legibility of manuscript of beginning writers? (2) Which writing tools contribute to greater legibility in beginning writers? (3) Is sex a factor in the legibility of a particular tool? (4) Is handedness a factor in the legibility of a particular tool?

Two groups were used. The sample (N = 525) to determine effect of sex and tool was from a population of 35 first grade classes in Lake County, Florida. These classes were randomly selected from 42 teachers who volunteered from a population of 60. Another subsample (N = 150) was made up of all left-handers (N = 75) from the 35 classrooms plus an equal number of right-handers in each treatment group for analysis of handedness, sex and tool.

The 5 writing tools were randomly distributed to intact classes with 7 classes using each tool. From the beginning of school until the week before Christmas vacation, all students used a designated writing tool for all writing assignments. Teachers had the option of using the tool throughout the day. At the end of the study, all children copied a standardized sentence, "The quick red fox jumped over the lazy brown dog." Teachers completed a questionnaire concerning individual teaching methods and attitudes about the assigned tool.

Four raters were trained in using *1 Evaluation Scale - Manuscript* by Zaner-Bloser until they reached 90% agreement. Each paper was scored by two raters on these items: letter formation, vertical strokes, spacing, alignment and proportion and line quality. Each item was scored as "satisfactory" or "needs to improve" to yield individual scores between 0-5. Raters were retrained during the rating process when reliability began dropping below .90. Raters had .86 agreement and .92 reliability at the end of the study.

The design of the study is based on the posttest only and used 5 treatment groups representing the 5 writing tools. With each treatment group, students were further grouped according to sex and handedness. All groups received the same posttest. To determine significance among and between groups, the data were analyzed two ways. To determine significance of sex and tool, a 5 x 2 analysis of variance was used. A 5 x 2 x 2 analysis of variance was used with the subsample of all left-handers and randomly selected right-handers for an analysis of handedness, sex and tool.

Data analysis reported four major findings. No statistically significant differences ($p < .05$) were found among tools. No statistically significant differences ($p < .05$) were found between sexes. No statistically significant differences ($p < .05$) were found between right- and left-handers. Statistically significant results ($p \leq .0001$) were found among individual classes within each group of tools.

Findings of this study suggest that tools, sex and handedness have no significant effect on handwriting legibility of first grade children. There are other factors in the teaching-learning process which do have a significant impact on legibility and make a significant difference between classes. Findings imply that no one writing tool seems to be superior at the first grade level. Therefore, teachers need not restrict beginning writers to the use of primary pencils, but rather allow children to select preferred tools and use professional judgment to match tools to children for specific purposes. Further research is needed to explore the great variation among teachers within tool groups.

LISTENING COMPREHENSION STRATEGIES IN NATIVE AND SECOND LANGUAGE

Order No. 8117222

CONRAD, LINDA RUTH, PH.D. *Michigan State University*, 1981. 165pp.

Studies of reading have shown that, when reading in a non-native language, the reader typically cannot make full use of the semantic-level cues in the text. Non-native readers have been shown to direct proportionately more attention to syntactic and grapho-phonic information relative to the meaning they extract from a passage than native readers. The present study attempts to explore whether this processing difference can also be shown to characterize contrasts between first- and second-language listening comprehension.

Three groups of subjects were used in the study, a native group, a German group proficient in English, and a mixed-language-background group of intermediate proficiency in English. Based on the general assumption that much of the difficulty in comprehending an aural message in a second language lies in the unavailability to the second-language listener of semantic information in the text, the present research made use of three experimental designs to test three hypotheses regarding listening comprehension.

Experiment one tested the hypothesis that with increased proficiency in a language, a listener's processing of an incoming message shows a greater attention to the semantic cues than to syntactic or phonological cues. Subjects were given a 55-item post-listening cloze test, and responses were scored using a diagnostic scoring procedure developed by M. A. Clarke and L. Burdell (*On TESOL 1977*. Washington, D.C.: TESOL, 1977, 131-143); these were then submitted to a multiple analysis of variance. Results confirmed our hypothesis. The number of semantically acceptable responses showed a significant increase for the mixed, German, and native groups respectively while responses based on syntactic structure decreased.

Experiment two replicated the well-known idea-acquisition experiment of J. D. Bransford and J. J. Franks (*Cognitive Psychology*, 1971, 2, 331-350) to test our second hypothesis that more proficient listeners in a language are progressively less apt to remember the syntactic details of sentences relative to the amount of the content they remember. Although for native listeners our results supported our hypothesis, for non-native listeners our hypothesis was not confirmed. The German group performed similar to the native group on the test. The pattern for the mixed group was to reject sentences more complex than those they had actually heard during acquisition and to retain less of the semantic content. Results for this group, however, were insufficient to conclude that retention for syntactic features was greater than that of the other two groups.

Experiment three tested the hypothesis that the recall of connected discourse is facilitated if the listener thinks the discourse fits together into a story, and that this facilitation increases with increasing proficiency in the language. In an experiment similar to one by P. A. de Villiers (*Journal of Experimental Psychology*, 1974, *103*, 263-268), one group of subjects from each language group heard nineteen sentences with definite articles and one group heard the same sentences with indefinite articles. All subjects were asked to retell the passage and to indicate whether they thought the sentences formed a story or were unrelated. Mann-Whitney U tests confirmed as predicted that story- versus non-story-processing had a highly significant effect on the amount recalled by the native group, a slightly lesser effect on the amount recalled by the German group, and no significant effect for the mixed group.

The results of the present study lend empirical evidence to our general assumption that difficulty in listening to a second language is related to difficulty in extracting semantic information from the text. Our results cannot be used, however, to pinpoint the exact source of this difficulty or to define the precise processes involved.

A CROSS-SECTIONAL COMPARISON OF SPELLING ACHIEVEMENT OF SELECTED GRADE FIVE CHILDREN TAUGHT TRADITIONAL ORTHOGRAPHY (T.O.) WITH THAT OF SELECTED GRADE FIVE CHILDREN TAUGHT THE INITIAL TEACHING ALPHABET (I.T.A.) IN THE C-6 SCHOOL DISTRICT

Order No. 8120608

DAVENPORT, IVAN ELWOOD, PH.D. *Saint Louis University*, 1980. 119pp.

The teaching of reading is an essential element in American Public Education. Thus, school administrators must continually search out and research different approaches to the teaching of reading. The initial teaching alphabet is one such approach. Many have argued that while there may be advantages in teaching children to read with this medium, there are also disadvantages that the initial teaching alphabet children would have to overcome. One such disadvantage cited is that the initial teaching alphabet children would not have the ability to spell as well as traditional orthography children. The purpose of the present study was to determine if initial teaching alphabet children do, in fact, spell more poorly than traditional orthography children. Testing was done near the close of the fifth grade to determine if there were significant differences at the .05 level in spelling achievement of initial teaching alphabet children and traditional orthography children near the conclusion of their elementary school experience.

The data gathered to answer the questions of this study were secured through administration of the California Achievement Test. During the last week in March of 1979, Level 16C of the 1978 edition

(2) There is a need for the school system to expand its public relations and training in community education. (3) The community school program is succeeding in increasing community participation and involvement in the schools. (4) The community school program brings educational services closer to the people and improves communications between the school and the people in the community. (5) The community school program provides for greater use of school facilities and grounds and for better opportunities for the use of local talent and resources. (6) The community school program helps in avoiding unnecessary duplication of programs. (7) There is a lack of adequate budget allocations and resources for full implementation of the community education process. (8) The roles and functions of the citizen advisory groups need explicit clarification. (9) There is too little articulation between the interfacing of the K-12 and community school programs. (10) A dichotomy is identified between the stated philosophy of community education and program implementation.

THE RELATIONSHIP OF SOCIOCULTURAL DISTANCE TO THE READING AND WRITING PERFORMANCE OF COMMUNITY COLLEGE BASIC SKILLS STUDENTS

Order No. 8125098

DEEM, JAMES MORGAN, JR., PH.D. *The University of Michigan*, 1981. 132pp. Chairperson: Bradford Arthur

The acculturation theory of second language learning has suggested that students will have difficulty learning a second language to the degree that distance exists between their native and second language cultures. The purpose of this dissertation was to begin exploration of the acculturation theory in a first language situation: are students in the United States less likely to read and write well if they perceive their home cultures to be distant from school cultures?

A sociocultural distance scale was constructed for each of the two studies reported here and administered to academically underprepared community college students who were judged to be culturally and linguistically different.

In the first study, seventeen subjects were asked to rate how they, Most Students in This School, and Most Teachers I Have Had felt about eighteen topics on the sociocultural distance scale using a six-point rating scale and two pairs of polar adjectives for each topic. Distance scores were significantly correlated to reading, writing, and academic measures to varying degrees. The results indicated that subjects who were further from Most Students performed poorer on the measures, suggesting that the subjects' acceptance of or by a college peer group might be related to their academic success in a basic skills program as well as to successful reading and writing performance.

In the second study, forty-seven subjects were asked to rate how they, Most Students in This School, and My Close Friends felt about eighteen topics on the second sociocultural distance scale. Similar reading, writing, and academic measures were included along with a culturally relevant and removed reading test. However, distance produced by the second scale correlated significantly only with the culturally relevant and removed reading test and with academic performance in a reading course. High distance was related to poor reading performance on culturally removed material and slow speed on culturally relevant material. Additionally, subjects who were distant from Most Students performed better academically.

Results of the two studies are interpreted in light of each other; further research is outlined. Finally, methods of reducing distance between students and schools are suggested.

THE EFFECT OF THE INTEGRATION OF LANGUAGE ARTS OBJECTIVES WITH MOTOR DEVELOPMENT OBJECTIVES IN THE PHYSICAL EDUCATION CURRICULUM: KINDERGARTEN THROUGH SECOND GRADE

Order No. 8127583

EARLE, JAMES ANTHONY, PH.D. *University of Illinois at Urbana-Champaign*, 1981. 438pp.

The purpose of this study was (a) to investigate whether or not a taxonomic approach could successfully integrate listening and reading language arts objectives with motor development objectives in a physical education program, kindergarten through second grade; and (b) to examine the changes and relationships that occurred in the 155 elementary school children (63 kindergarten, 46 first grade, 46 second grade) participating in the research.

A descriptive research design was used to address the first question. A list of objectives in language arts development and motor development was given to classroom teachers, physical education specialists, and university professors to be evaluated for appropriateness at the kindergarten, first, and second grade levels. A quasi-experimental research design using pretests and posttests to measure changes in performance levels in motor development and language arts development was used to address the second question. Canonical correlation analysis of the posttest examined the existence of relations between motor development and listening and reading components of language development at each grade level. The Purdue Perceptual-Motor Survey and the Gross Motor Inventory were used to measure motor development, while language arts development was measured by STEP-Word Puzzles and Listen to a Story (kindergarten), COOP--Listening and Reading Forms 12A and 12B (first grade), and COOP--Listening and Reading Forms 23A and 23B (second grade).

The motor development objectives ratings indicated varying emphases in physical education by grade level: kindergarten (mental development and body handling development), first grade (mental development, body handling development, and social-emotional development), and second grade (mental development, social-emotional development, physical development, body handling development, object handling development, and coordinated body and object handling development). The majority of the stated language arts objectives in listening and reading received an appropriate rating. The language arts grade level progression developed was in agreement with the progression suggestions given by several texts for language arts development. Objective ratings for the motor development and language arts were in agreement with previous research findings.

Data obtained from the motor development tests revealed significant improvement over time, significant differences between grades in a developmental direction, and significant differences between sexes. The girls scored higher on the PPMS items which involved body awareness, rhythmic response and items not requiring strength. The boys scored higher on the GMI items which were principally gross motor object handling.

Data obtained from the language arts tests revealed significant differences in favor of the Experimental groups on kindergarten beginning consonants and second grade listening comprehension. Girls scored significantly higher than boys on listening comprehension at the kindergarten level and on reading comprehension at the first grade level.

Significant relationships between object handling development patterns and listening comprehension were revealed at all grade levels. Items on the GMI were related to reading whole words in kindergarten, reading comprehension in first grade, and reading interpretation, evaluation, and inference in second grade. These results are not consistent with previous research.

In summary, use of an organizational schema (taxonomic approach) for selecting language arts and motor development objectives and learning experiences enabled successful integration of language arts into the physical education curriculum with no loss of performance improvement for either subject area. Several significant changes in motor and language arts performance occurred and significant relations between the motor development variables and language arts development variables were found.

THE EFFECTS OF VERBAL AND VISUAL ELABORATIONS ON THE LEARNING OF ABSTRACT CONCEPTS

Order No. 8120943

EDELSTEIN, RONALD A., ED.D. *University of California, Los Angeles*, 1981. 183pp. Chair: Professor Evan R. Keislar

Theories of cognitive psychology, particularly those of hierarchial learning and visual information processing, suggest specific effects result from different elaboration treatments. It has been hypothesized that elaborations vary in their power to induce learning of concepts from texts (prose materials). Research in prose organization and imagery prompts inquiry into the effects of systematic variation of verbal and visual elaborations.

To test the assumptions of elaboration effects on concept learning a three by two factorial design was developed using three types of treatment elaborations (mnemonics, schematics and metaphors) presented in verbal and visual modes, plus a reread only treatment group for a total of seven conditions.

Mnemonics, schematics, and metaphors were selected as elaboration categories because they represent learning strategies that varied in difficulty and level of abstraction, yet all claimed to aid understanding through simplification. Mnemonics were defined as elaborations that linked concept name and definition through an associative process. Schematics made use of key words and hierarchical ordering of concept components. Metaphors were stated in the form of explicit comparisons using the classification system described by Perrine (1971).

The selection of concepts to be taught was restricted to defined concepts at the tenth grade level or above. To provide for generalizibility, participants were given the same set of concepts to read, sampled from existing school curriculum in the areas of English, the Natural Sciences, and the Social Sciences. A set of critical attributes and coordinating concepts was developed for each concept was used as the common source for each elaboration. Specification for the visual catergories of each elaboration type stated that pictures would be representational, brief verbal descriptions would be allowed and that the visual elaboration would contain similar information as the verbal elaboration.

One hundred twenty five, tenth and eleventh grade students in six classrooms were each randomly assigned to one of the seven conditions. Students first read a standard one hundred to two hundred word passage containing a definition and example. Following the reading, participants in each treatment group inspected an elaboration as specified by the treatment condition. The reread group read the original passage again. Dependent measures included lower order recall questions (definitional) and higher order comprehension questions (transfer rule application).

Analysis of variance revealed that, of the three elaboration categories, mnemonics are significantly ($p < .05$) more effective than schematics or metaphors tests of higher order comprehension. There are no significant differences overall when categories of verbal and visual elaborations were compared. Of the six verbal and visual elaboration treatments, visual mnemonics were the most effective and visual schematics the least effective on tests of higher order comprehension. Compared with the reread treatment group, visual schematics and metaphor elaborations were significantly lower ($p < .05$) on tests of higher order comprehension. This would suggest that elaborations can interfere with learning. Tests of repeated measures indicated that effects, both positive and negative, show stability across concept material sampled from different school subjects.

The results suggest that brief elaborations can differentially effect learning of concepts. Of particular interest is the finding that visual mnemonic strategies can affect higher order learning. In reference to central theoretical issues, the results contradict the hierarchical notion that mnemonics serve only for recall learning. The results support the idea that activation of visual encoding processes can affect information integration.

A COMPARISON OF THE EFFECTS OF CONVENTIONAL AND MULTISENSORY PROGRAMMED INSTRUCTION ON THE SPELLING COMPETENCE OF COLLEGE FRESHMEN IN A GENERAL EDUCATION PROGRAM

Order No. 8126699

EMERY, ROBERT WEBSTER, ED.D. *Boston University School of Education*, 1981. 214pp. Major Professor: Bruce McPherson

The theoretical works of Fernald (1943), Meyers (1978), and Dieterich (1972) suggest that multisensory forms of instruction can positively effect spelling competence. The works of Skinner (1971), Garner (1966), and Oflesh and Meierhenry (1964) infer that programmed spelling instruction can be just as effective as classroom methods. The major purposes of this study were: (1) to compare the effects of programmed multisensory instruction and programmed conventional instruction of spelling competence in proofreading and correcting; (2) to compare the effects of programmed multisensory instruction and conventional classroom instruction on the same dependent variables; and (3) to compare the effects of programmed conventional instruction and conventional classroom instruction on the same dependent variables.

A freshman rhetoric class of 29 students at Boston University volunteered as subjects for this study. Each subject was randomly assigned to one of three treatment groups. Treatments were defined as Programmed Multisensory Instruction (PMI), Programmed Conventional Instruction (PCI), and Conventional Classroom Instruction (CCI).

Spelling competence in proofreading was defined as the score on the McGraw-Hill Basic Skills System Spelling Test (1970). Spelling competence in correcting was defined as the score on the Wellesley Spelling Scale (1957).

Analysis of variance showed that there were significant differences in the mean scores of the three groups on the McGraw-Hill Spelling Test for proofreading ($F = 7.56$, $P < 0.003$). The hypothesis that the programmed multisensory group would score significantly higher than the programmed conventional group on the McGraw-Hill proofreading test was supported by Scheffé analysis (Scheffé $F = 5.28$, $p < .05$). The hypothesis that the programmed multisensory group would score significantly higher than the conventional classroom group on the McGraw-Hill proofreading test was supported by Scheffé analysis (Scheffé $F = 5.68$, $p < .01$). The hypothesis that there would be no significant differences between the scores of the programmed conventional group and the conventional classroom group on the McGraw-Hill proofreading test was supported by Scheffé analysis (Scheffé $F = .007$, NS).

Additionally, analysis of variance showed that there were significant differences in the mean scores of the three groups on the Wellesley Spelling Scale for correcting ($F = 9.77$, $P < .0007$). The hypothesis that the programmed multisensory group would score significantly higher than the programmed conventional group on the Wellesley Scale was supported by Scheffé analysis (Scheffé $F = 6.38$, $p < .01$). The hypothesis that the programmed multisensory group would score significantly higher than the conventional classroom group on the Wellesley scale was supported by Scheffé analysis (Scheffé $F = 7.28$, $p < .01$). The hypothesis that there would be no significant differences between the scores of the programmed conventional group and the conventional classroom group on the Wellesley scale was supported by Scheffé analysis (Scheffé $F = .028$, NS).

It was concluded that programmed multisensory spelling instruction is more effective in teaching college students to proofread and correct for spelling errors than the more conventional programmed or classroom instruction methods. The results of the study also suggest that there is probably no difference in terms of the acquisition of proofreading and correcting skills in spelling between either of the more conventional approaches.

This report contains a discussion of the study with recommendations and a review of the pertinent literature.

THE EFFECT OF USING A PERSONAL OUTLINING STRATEGY ON THE LONG-TERM RECALL OF EXPLICITLY STATED DETAILS IN A PASSAGE

Order No. 8116476

FOWLER, GERALD LEON, PH.D. *University of Maryland*, 1980. 94pp. Supervisor: Dr. Robert M. Wilson

The purpose of this study was to investigate the effect of using a personal outlining strategy upon the unaided and cued recall for average and below average readers.

Seventy students were drawn from twelve sixth-grade classrooms in five elementary schools.

Researchers, on consecutive days, provided four forty-five minute training sessions to all students with either the Personal Outlining Strategy (POS) or Study Questions (SQ). On the fifth day both the POS comparison group and the SQ comparison group were given identical treatment passages. However, the POS comparison group was instructed to use the Personal Outlining Strategy while reading the passage and the SQ comparison group was told to use the set of study questions provided while reading the passage.

Five days following treatments data was collected using test instruments designed specifically for this investigation. Data was analyzed to test for mean differences on the long term recall score (unaided) between students randomly assigned to the POS comparison group or the SQ comparison group. Data was also analyzed to test for mean differences on the long term recall score (cued) between students randomly assigned to the POS comparison group.

The conclusions supported by this investigation are as follows: (1) Use of POS with the passage had a significant effect upon unaided recall performance as compared to use of study questions as measured by the Free Response Test. (2) There were no significant differences in cued recall performance between the group who used POS and the group that used study questions as measured by the Cued Recall Test. (3) When measuring cued recall as answers to the questions used as study questions by the SQ comparison group, the use of study questions had a significant effect upon cued recall of the SQ comparison group as compared to use of POS. (4) Average students performed significantly better than below average students in unaided and cued recall regardless of treatment group as measured by the Cued Recall Test and the Free Response Test.

For Theory. The findings from this investigation suggest that POS does have a greater effect on unaided recall for some students when compared to the use of study questions. This lends general support to the notion that freedom to make personal evaluations of information and organizational structuring have an impact on how and what individuals learn.

For Teaching. The Personal Outlining Strategy appears to be another strategy that teachers can effectively use to improve recall of information gained through reading content passages. On the practical side, because of its simple nature, it can also reduce teacher planning time in some instances.

For Research. Further investigation into the effects of POS and/or other personal learning strategies appears justified. Future research might include these questions: (1) With questioning, there still remains controversy over imposed versus learner generated questions. What would the effect be of having one group of students develop their own set of questions to answer as compared to having a second group answer the set of questions created by the first group? (2) In this study all students were exposed to an organized, well written passage. What would happen if the treatment passage was poorly written? Would students who use POS while reading a disorganized passage be more capable of retelling it later than students who use a different approach while reading? (3) The Personal Outlining Strategy was modified by omitting group interaction for this study. Would results have been different if the treatments were adjusted to allow for group interaction?

SPEAKING AND WRITING STRATEGIES: LEXICOGRAMMATICAL AND BEHAVIORAL FORMS THAT CODE TIME AND SPACE

Order No. 8125048

GILBERT, JANET GRACE REUSSER, D.A. *The University of Michigan*, 1981. 218pp. Chairman: Jay L. Robinson

This study explores relationships between speaking and writing in the English language to determine precisely what differences exist between these modes and what phenomena these differences represent. The focal point selected was the code, or the mapping of speaking and writing functions to form. For this cross-corpus study, texts of the languaging of college freshmen were collected in both speaking and writing modes, in the mode-forms of dialogue, monologue, and essay.

One set of findings from this study shows that speaking and writing modes do exhibit measurable differences in the kinds of information they convey. Kinds of information were defined based upon the method of charting discourse developed by Robert C. Thurman. These are: *event, identification, setting, background* (explanations and evaluations), *collateral* (possibilities and negations), and *form maintenance* (communicator involvement). In this data there are significantly more form maintenance and collateral statements in the dialogues and significantly more event and background statements in the essays. Thus, more word groups in these dialogues express the relationship of speakers and express possibilities of events which might or did not occur. More word groups in these essays retell events and express explanations or evaluations of these events.

Each kind of information, although initially classified semantically, was found to be conveyed by characteristic lexicogrammatical and behavioral forms. Therefore, lexical, syntactic, and behavioral forms occur with different frequencies in different mode-forms.

Another set of findings from this study shows that speaking and writing differ in the amount of naming in each and in the extensions of grammatical structures into sentences. Also, behavioral forms that express initiative-taking and solidarity-building differ between the modes.

The kinds of information and their representative forms that differ between speaking and writing express time relationships; the naming, structural extension and behavioral forms that differ between speaking and writing express space relationships. A significant conclusion from this study is that the lexicogrammatical and behavioral form differences in speaking and writing code the different relationships of speakers and writers to time and space.

A METHODOLOGICAL STUDY ON THE EVALUATION OF LEARNING FROM STORY NARRATIVES

Order No. 8114221

GLENER, GAIL STECKEL, PH.D. *University of California, Santa Barbara*, 1980. 178pp.

The focus of the present research is on methods to measure the patterns of information to a learner both before and after learning and to assess how closely these patterns correspond to the organization of the learning material. In order to assess patterns in a text and in a learner's memory, tasks must be used that give more than a total score correct on a test. Two types of tasks were used to assess the learner's organization of concepts, a similarity rating task and a sorting task. In the similarity rating task, learners rated the similarity between all pairs of concepts on a scale of 1-7. In the sorting task, learners sorted concepts into groups based on similarity. The data from these tasks were then used in individual differences multidimensional scaling procedures (INDSCAL and ALSCAL) to represent the underlying pattern in the data that in some way corresponds to the pattern of information in the learner's mind. Besides these procedures to explore the structure of the data, newer statistical techniques, the QA paradigm (Hubert and Levin, 1976), were used to confirm that particular patterns were present in the data.

Criterial tasks and the statistical methods to represent the task data were used to study reading comprehension based on two stories. The main characters in each story were nine animals, and the theme of each story was built around describing the animals in terms of two character traits or "dimensions", helpfulness and leadership in one story and cautiousness and age in the other story. The present research involved investigating whether the readers would see these dimensions as salient in the story in terms of how they perceived the similarity among the characters after reading and whether it was possible to measure the change in organization from the before-reading organization of the animal names. Subjects performed the similarity rating task and the sorting task before reading the story. After reading each story they sorted the animal names based on similarity in the story, and they then sorted the characters based on the individual dimensions from each story and rated the animal groups into "high", "medium", and "low" groups for each dimension.

Both multidimensional scaling and the QA paradigm provided a representation of the organization of the animals that was different for each story and different from the before-reading relationships among the animals. The similarity rating task and sorting task produced similar patterns of data, but the sorting task data were less variable and also appeared less "conditional" upon each individual's judgement criteria. Subjects appeared better able to use both dimensions equally from the before-reading structure represented from scaling solutions when sorting the animals. In short, the sorting task generated data that appeared to better represent the overall pattern of relationships among the animal names. Multidimensional scaling generated a picture of the learner's representation of the animals from each story. The QA paradigm and the "zero iterations option" from INDSCAL confirmed that the structure of the data were similar to one story and to the other story for one of the two story dimensions. Multiple regression confirmed that the dimensions the subjects used to sort the animals based on each story were the same as both salient dimensions from one of the stories and one of the two dimensions from the other story. Therefore, both multidimensional scaling and non-parametric confirmatory procedures provided corroborating evidence that there had been a change in the reader's organization of the animal names that was similar to the intended story structure and that it was possible to represent this change.

A COMPARISON BETWEEN A CONTEXT MODEL AND A WORDS-WITH-STORIES MODEL OF VOCABULARY ACQUISITION FOR MIDDLE SCHOOL STUDENTS

Order No. 8119797

GRUBAUGH, STEVEN JACK, ED.D. *University of Northern Colorado*, 1981. 175pp.

The Problem. The purpose of this study was to compare the words-with-stories method with the context method of word acquisition for eighth grade students. To facilitate word acquisition through the words-with-stories method, students developed and outlined personal stories from their experience to serve as an example of the concept of target vocabulary words. Students read and were tested upon short passages in which target vocabulary words were presented utilizing strong context clues to facilitate word acquisition through the context.

The two methods were compared as different groups including students below the median, students above the median, male students, and female students attempted to learn unknown words.

Procedure. The sample for this study included 50 eighth grade students from the University of Northern Colorado Laboratory Middle School, ethnically representative of the city of Greeley, Colorado. There are approximately 25% Spanish surnamed and 75% Anglo American people in Greeley.

The vocabulary subtest of the *Nelson-Denny Reading Test* was administered to pupils in the study. The mean student vocabulary score was used to select 50 esoteric words from a range of words one to four years above the average student ability level. A student pretest on these 50 words yielded 28 relatively unknown target words.

Before formal treatments began, students were taught and given equal practice with the two methods of word acquisition. The formal worksheet-posttest sequence, representative of each method, was then administered to students. Students completed two of these treatment-posttest sequences per method on a rotating schedule of treatments to insure a fair comparison between methods. Posttests were administered 48 hours following each treatment. The posttest involved both the writing of definitions and the use of the target words in a sentence to impart the meaning of each word.

Differences between pupil scores in the words-with-stories treatment and the context treatment were compared for all eighth graders using a two way analysis of variance with repeated measures for unequal n's. More specific comparison between the treatment methods was made by analyzing student scores below the median and student scores above the median as measured by the *Nelson-Denny Reading Test* and by analyzing male student scores and female student scores. The hypotheses were tested at the .05 level of significance.

Conclusions. The results of the analysis clearly indicate that as a group, the 50 eighth graders acquired more words by using the words-with-stories method than by using the context method. The words-with-stories method proved to be superior for the students below the median, for students above the median, for male students, and for female students. From the review of the literature, it is recognized that the context method, even with its various drawbacks, is an effective word acquisition method. This method involves critical thinking resulting in a substantial memory trace for learning new words. The words-with-stories method would appear to be more effective because the learner mediates the meaning of an unknown word through the vehicle of a personal story from incidents stored in the memory.

Recommendations. It is recommended that the words-with-stories method be used in a vocabulary development program for students of middle school age and older. It is also recommended that the learning potential of the personal story or anecdote as a vehicle for mediating school-taught concepts be energetically pursued.

AN ANALYSIS OF SPELLING AND ITS RELATIONSHIP TO OTHER VARIABLES IN THE CONNECTED WRITTEN DISCOURSE OF NINE-YEAR-OLD STUDENTS Order No. 8119295

GREENHALGH, CAROL ANN, PH.D. *The University of Texas at Austin*, 1981. 249pp. Supervisor: Julie M. Jensen

This study examines writing samples obtained from nine-year-old students for the following purposes: (1) to determine the extent to which misspellings extracted from connected written discourse, a more natural context for appraising spelling, fall into the same phonological and morphological categores defined by recent researchers on developmental spelling strategies; (2) to determine if identified spelling errors reflect qualitative differences in the attempts students make to spell unfamiliar words; (3) to investigate the relationship among the percentages and categories of spelling errors and various measures reflecting students' ability to use diverse and unique word choices and to write well as determined by measures of rhetorical success and syntactic sophistication.

Subjects of the study were 199 males and 172 females representing the statewide population of nine-year-old students other than black or Hispanic. A writing sample that responds to an exercise calling for expressive writing was gathered from each student. Rhetorical effectiveness of each paper was evaluated using a focused holistic scoring procedure, and each was analyzed for degree of syntactic sophistication, as measured by average length of t-unit; for vocabulary diversity, as measured by a type token ratio that corrected for variation in length of responses; and for vocabulary uniqueness, as measured by comparison of words written to a list of words commonly used by young students, and subsequent conversion of those levels of comparison into a vocabulary uniqueness ratio. Pearson product-moment correlations were calculated for all pairs of variables and *t* tests of significance were determined for each correlation. A *z* test of differences was calculated between each pair of correlations across sex where the variance exceeded five percent in order to determine if differences between the male and female subsamples were statistically significant.

STORY GRAMMAR ANALYSIS OF ASPECTS OF NARRATIVE COMPREHENSION OF ADOLESCENT READERS AND TELEVISION VIEWERS Order No. 8126705

GURRY, JOANNE MARY, ED.D. *Boston University School of Education*, 1981. 234pp. Major Professor: Roselmina Indrisano

The purpose of this exploratory study was to investigate aspects of narrative schemata associated with adolescents' leisure fiction reading and dramatic television viewing. When they read or view in their leisure time, adolescents frequently turn to material such as popular fiction or situation comedies and action-adventure programs. These narratives often have formulaic and conventionalized plots similar in content but different in the ways the content is coded, structured, and processed. It was hypothesized that students' generation of story material would reveal structural differences associated with their experiences with narratives in print and on television. Support for the theoretical base and guidelines for the execution of the major study were provided by a feasibility study.

An exploratory study of variations in narrative schemata evidenced by readers and viewers was rendered possible by the application of a

story grammar analysis. Story grammar formulations have isolated some structural dimensions of narrative schemata without restricting those elements to specific content or to one medium. In the major study, narratives written by seventy ninth grade students in four academic levels of a comprehensive high school in a middle class suburb were com ed and ranked according to their structural complexity. Three subgroups were identified after three administrations of a leisure-time questionnaire: students who read and viewed, students who either read or viewed, students who neither read nor viewed narratives in their leisure time. Scores were also obtained on students' reading achievement, general ability, and sophistication of reading interests as measured by *The Nelson-Denny Reading Test*, the *Differential Aptitude Test*, and the *Sophistication of Reading Interests Survey*.

Following the researcher's protocols, each student wrote a short narrative. The stories were analyzed and categorized on an eleven-part continuum, a modified version of the Glenn and Stein continuum of narrative complexity. The data were treated and reported in several stages using frequency tables, chi-square computations, and the Pearson R Coefficient of Correlation.

The data revealed that most students viewed more than they read. Only a very small percentage reported rarely reading or viewing. In general, readers within each of the three major subgroups wrote episodes, structures higher on the continuum. Viewers, on the other hand, wrote more sequences, structures lower on the continuum.

Another finding was that story structure as well as reading and viewing frequency seemed to be related to academic placement levels. Thus it cannot be asserted that students wrote simple or complex stories only because of factors associated with their placement. At all placement levels the general trend was that readers and viewers wrote stories ranked higher on the continuum than did students who did not read or view narrative material.

Frequency tables and percentages for subgroups of readers and viewers revealed strong trends supporting the assumptions of the researcher. Statistical computations were restricted by the limited number of students in the sample. Chi-square computations did not yield statistically significant support for the hypothesis. Correlational data revealed positive, significant, but low relationships between self-reports of reading frequency, ranks of stories, and scores on *The Nelson-Denny Reading Test* and the *Differential Aptitude Test*. These data revealed only a positive, significant, and low relationship between self-reports of reading frequency and scores on the *Sophistication of Reading Interests Survey* but no relationship between story ranks and scores on the *SRIS*.

Recommendations for further research and implications of the study's findings for educational practice were offered.

COMPARATIVE ANALYSIS OF SELECTED HIGH FREQUENCY WORDS FOUND IN COMMERCIAL SPELLING SERIES AND MISSPELLED IN STUDENTS' WRITING TO A STANDARD MEASURE OF WORD FREQUENCY Order No. 8122289

HAGERTY, PATRICIA JO, ED.D. *University of Colorado at Boulder*, 1981. 259pp. Director: Associate Professor Philip DiStefano

The major purpose of this study was to determine whether a selected number of current, commercially prepared spelling series used high frequency words for their word lists. The study attempted to determine if there were differences among spelling series in high frequency words based on a standard measure of word frequency, and if there were differences within grade levels of spelling series in high frequency words based on a standard measure of word frequency.

A second purpose was to determine whether students misspelled high frequency words in their writing.

Eleven commercially prepared spelling series, with copyright dates between 1976 and 1981, were selected for inclusion in the study. From each of these series, 100 words from each grade level, two through six, were systematically selected for evaluation. A total of 5,500 words were selected, 500 from each series.

Words from children's writing selected for evaluation in the study were taken from writing samples by students in the third and fifth grades in one school district. From the total number of writing samples received, approximately 100 samples from each grade level were systematically selected for use in the study.

Each word selected for use in the study was located on the Alphabetical List in *The American Heritage Word Frequency Book* (Carroll, 1971). The Standard Frequency Index corresponding to that word was recorded next to the word. The Standard Frequency Index is a statistically estimated frequency indicating the number of times an average American student is likely to encounter that word in his or her textbooks.

Data collected from the spelling series were analyzed using a two-factor analysis of variance and the Tukey Method of multiple comparisons. Data collected from children's writing samples were analyzed by using a *t*-Test.

Analysis of the data showed that there were differences among the eleven spelling series in their number of high frequency words. There were also differences within grade levels of these series in their number of high frequency words. No one series was best across grade levels as far as having the highest number of high frequency words at each grade level. Rather, all series showed variations in their number of high frequency words found at each grade level.

There was no difference between the number of high frequency words misspelled in children's writing at grade three and the number of high frequency words found in third grade spelling series. There was a difference between the number of high frequency words misspelled in children's writing at grade five and the number of high frequency words found in fifth grade spelling series.

The results of this study raise doubts as to the feasibility of using commercial spelling series as a source of spelling words for elementary school children in grades two through six. The lack of consistency across grade levels in the number of high frequency words presents a significant barrier to achieving the research-based ideal of providing students with a list of appropriate, high frequency words at each grade level.

THE EFFECTS OF UNDERLINED CUES, ADVANCE ORGANIZERS, AND POST ORGANIZERS ON MEANINGFUL PROSE LEARNING Order No. 8119299

HAGHIGHI, FERAIDOUN, PH.D. *The University of Texas at Austin*, 1981. 246pp. Supervisor: Ralph W. Cain

Under six treatment conditions (one control and five experimental) the investigator attempted to determine whether: (1) an underlined text was more effective on meaningful prose learning than the same text with no underlined; (2) organizer treatments (advance, post, and placebo) had differential effect on meaningful prose learning; (3) underlined/non-underlined treatment interacted with the organizer treatments; and (4) combined treatments (underlined plus organizer) were more effective than the single treatments (organizers only).

The target population of the study consisted of undergraduate Iranian students enrolled in a college or university in the United States who had studied in either the natural sciences or mathematics-physics branch in an Iranian high school and had been graduated since 1974. To control prior general reading ability of the subjects, only students whose grade on the Use of Persian Language and Literature on the Final National Written Qualification Examinations had been 13 to 16 (B- to A-) were included. One hundred forty-four qualified subjects (60 males, 84 females) voluntarily participated in the experiment. Subjects were randomly assigned to one of the six treatment conditions: (1) CO (control placebo organizer); (2) AO (advance organizer); (3) PO (post organizer); (4) UC + CO (underlined cues plus CO); (5) UC + AO; (6) UC + PO.

Treatment materials consisted of: (1) an approximately 2,200-word prose excerpt (underlined/non-underlined) related to Socrates' position in philosophy and his doctrine on the origin of knowledge; (2) an approximately 450-word advance organizer which served both an expository and a comparative functions; (3) a post organizer, the same content as in advance organizer, modified as needed; (4) a 430-word biographical placebo organizer.

The experiment was conducted in six sessions, three in California (Berkeley-30 subjects, Los Angeles-24, and San Jose-18) and three in Texas (Austin-30, Houston-42, and San Antonio-12). Each subject was given 40 minutes to read both the text and the organizer passage. A 30 mixed-item referenced test was administered immediately after studying treatments.

The data collected were analyzed employing a two way ANOVA and a Newman-Keuls' procedure. The results of ANOVA indicated significant main effects both for underlining and organizers, but a non-significant interaction effect. These results suggested that the facilitative effects of the main factors were additive rather than interactive. The Newman-Keuls' test revealed no significant difference between mean scores of PO group compared to CO group; both AO and UC + CO groups performed significantly better than PO and CO groups; and non-significant pairwise mean score differences among AO, UC + CO, UC + PO and UC + AO were found.

Conclusions drawn from the data analysis were (1) advance organizers facilitate meaningful prose learning; (2) underlined cues facilitate meaningful prose learning too; (3) presence of both advance organizer and underlining do not significantly enhance meaningful prose learning compared to presence of advance organizer or underlining alone; (4) underlined cues as concurrent organizers might be used as an alternative to advance organizers to facilitate meaningful prose learning.

THE EFFECTS OF SPELLING INSTRUCTION ON WORD RECOGNITION PERFORMANCE OF FIRST- AND THIRD-GRADE STUDENTS

Order No. 8126581

HILBUN, KATHY HATHORN, ED D. *Northwestern State University of Louisiana*, 1981. 80pp. Director: Professor Robert A. Palmatier

Students at the first- and third-grade levels were involved in a study which proposed to determine the effects of spelling instruction on word recognition performance. The study was conducted as a field experiment at M. R. Weaver Elementary School of Natchitoches, Louisiana, during the 1980-81 school year, and included nineteen first-grade and nineteen third-grade students.

The 1974 and the 1976 editions of the *Houghton Mifflin Reading Series* were employed in the treatment procedure which consisted of (1) basal reading instruction, and (2) basal reading instruction supplemented with instruction in spelling. Treatment One, basal reading instruction, consisted of the regularly conducted basal reading program as directed by the Teachers' Editions of the *Houghton Mifflin Reading Series*. Treatment Two consisted of the regularly conducted basal reading instructional program in addition to instruction in the spelling of high-frequency words selected from the basal reading books.

Upon conclusion of the treatment, a test of word recognition was administered individually to each subject. Based on the data analysis, the null hypotheses were rejected at less than the .01 level of significance.

The significant difference in the number of words recognized from Treatment One as opposed to the number recognized from Treatment Two indicates that students could recall at sight those high-frequency words they had been taught to spell with more accuracy than those high-frequency basal words that they had not been taught to spell. Therefore, the study suggests the strong possibility that students should be instructed in the spelling of the high-fequency words from the basal reading books.

PLANNING AND IMPLEMENTING A JUNIOR HIGH GIFTED PROGRAM FOR LANGUAGE ARTS/SOCIAL STUDIES

Order No. 8119999

JONSON, KATHLEEN FEENEY, ED.D. *Seattle University*, 1981. 329pp.

This project report provides information on the activities and curriculum of the Humanities Interdisciplinary Program (H.I.P.) for seventh and eighth grade students in the Tahoma School District, Maple Valley, Washington. The introductory sections include a rationale for gifted programming in general and a brief history of the Tahoma program. A review of related research and professional literature is offered, leading to four key concepts related to the project: educational programming for general intellectual ability, the psychological and social needs of the gifted adolescent, the cognitive needs of the adolescent learner, and the implications for curriculum planning of rapid societal and technological change. A rationale for a humanities focus is presented and curriculum implementation reviewed. Program philosophy, goals, student behavioral objectives, and a student goal sheet are presented, followed by a description of the H.I.P. curriculum model. The model provides for "core" units, "supplementary" units, and "newly-generated" units. Goals, materials, and activities in the various units are described. Also provided is a description of student identification and placement procedures, program evaluation procedures, and an appendix section containing forms used in identification and evaluation and information on inservice training and parental and community involvement. A brief summary chapter contains conclusions and recommendations.

A DESCRIPTIVE STUDY OF THE STRATEGIES USED IN THE TEACHING OF FRESHMAN ENGLISH IN SEVEN STATE COLLEGES OF MARYLAND

Order No. 8120364

KAUFFMAN, MARGARET JEAN, ED.D. *The George Washington University*, 1981. 151pp. Chairperson: Anthony Marinaccio

The purpose of this study was to investigate the employment of instructional strategies by instructors of seven state colleges of Maryland: Bowie, Coppin, Frostburg, Morgan, St. Mary's, Salisbury, and Towson. The ten strategies identified for inclusion in the study were audio-visual presentations, class discussion, discussion within small groups, drills used in class, independent study, laboratories and/or workshops, the lecture method, oral presentations by students, out-of-class assignments, and student-teacher conferences.

Responses to a questionnaire provided information on the instructors' teaching assignments and teaching experience, their degree of utilization of the strategies, and their reasons for the employment of each strategy. A total of 68 instructors (69.4 percent of the survey population) responded to the questionnaire.

Major findings showed that: (1) Of the ten instructional strategies, those most extensively used were the student-teacher conference, out-of-class assignments, and class discussion. (2) "Moderate use" was the most frequently indicated degree of employment of the lecture method. (3) "Little" was the degree of employment respondents most often indicated for the following five strategies: discussion within small groups, drills used in class, independent study, labs and/or workshops, and oral presentations by students. (4) The least frequently employed strategy was audio-visual presentations.

The following conclusions were among those drawn from the findings: (1) Since most of the instructors of freshman English in the state colleges surveyed had teaching assignments which included either one or two sections of this course, it can be assumed that most instructors also taught one or more higher-level English courses. (2) The findings of this study do not warrant an assumption that the degree of employment of instructional strategies was related to (1) the instructor's experience in teaching freshman English, (2) the instructor's experience in teaching secondary school English, (3) the number of sections of freshman English taught, or (4) the size of freshman English classes. (3) In view of the emphasis freshman English instructors placed on providing instruction intended to develop basic writing skills, it can be assumed that many freshmen entered the state colleges with inadequate writing and grammar, usage, and mechanics skill development.

Recommendations included: (1) The possibility of making greater use of audio-visual presentations to stimulate interest in writing and to improve the quality of student writing. (2) The possibility of making greater use of small-group discussions to assist students in planning papers and in analyzing their writing prior to revision. (3) The possibility of improving students' grammar, usage, mechanics, and sentence structure skills through the use of labs, workshops, and independent study designed to address individual needs.

SIMULTANEOUS COMPUTER DELIVERED AUDIOVISUAL WORD CUING: SAME VS DIFFERENT TARGET-RELATED CUES WITH TWO LEVELS OF CLOZE REDUNDANCY

Order No. 8121628

KELLY, HELEN DONNER, ED.D. *University of San Francisco*, 1981. 156pp. Chairperson: Dr. Steven Reinstein

Traditionally, computer-assisted instruction (CAI) delivery has used visual presentation. Cuing or prompting techniques have derived from programmed instruction methodology, applied first to books, then to CAI. Now that computerized use of audiovisual presentations is affordable, and digitized audio words can be spoken for input and randomly accessed as program variables, the educational and research use of personal computers should increase. A fundamental aspect of audiovisual instruction is the effectiveness of simultaneous bisensory presentation in CAI considered from the information processing viewpoint.

An Apple II personal computer displayed a sense with a blank line to fill in (reading cloze task). The computer presented single and double target-related work cues using one of three cuing methods (cuing treatments). Over the course of the experiment, each subject completed three groups of sentences using a different cuing treatment. The *cuing treatments* were: (1) audiovisual same-word (AVS) in which the cue word appeared on the screen and simultaneously was spoken by the computer, (2) audiovisual different-word (AVD) in which a cue word appeared on the screen and simultaneously a different cue word was spoken by the computer, and (3) visual word (V) in which the cue word only appeared on the screen.

Two *sentence conditions* were used in the experiment: (1) no-redundancy cloze statements (NR) and (2) redundancy cloze statements (R). These conditions represented two levels of information load and/or predictability for the missing word. The audiovisual cuing treatments used an equal number of both sentence conditions. The visual cuing treatment used only the NR sentence condition.

The computer automatically collected data from a series of trials until the sentence was completed correctly or all the cues were used. The four *dependent variables* were: (1) response time, (2) number of errors made, (3) number of cues used, and (4) response time per sentence. These data were internally coded by treatment and cloze condition allowing separate analyses of combinations specified for hypothesis testing.

The experimental presentation was randomized for order of cuing treatment presentation, order of sentences presented, and the sentence-related order of cues presented for which the computer assigned visual or auditory cuing presentation. Paired t tests and one-way ANOVAs were used for comparative analyses of treatments with conditions in this repeated measures design.

Treatment differences were significant in most cases causing rejection of four out of five hypotheses that predicted equivalence. Cloze conditions were tested in a directional hypothesis which was confirmed as the errors made were predictably fewer for R sentences compared to NR sentences.

The V cuing treatment was significantly different and superior to both AVS and AVD cuing treatments, which were not significantly different, for three of four measures (errors, cues, and response time by sentence), using only the NR sentence condition. The AVS and AVD cuing treatment comparison, using both NR and R sentences, favored the AVS treatment for three of four measures (errors, cues, and response time by sentence) in which AVS was also significantly different than AVD for the measures on errors and cues. The AVD cuing treatment was superior and significantly different than AVS and V for the overall response time measure, for both types of sentence condition comparison.

The V cuing treatment was recommended for general practice in CAI. The AVS and AVD cuing treatments were recommended for CAI applications that would be enhanced by the presentation of audio, and further research was recommended. The use of computerized cloze technique was recommended. The inclusion of personal computers in the audiovisual category of media taxonomies was recommended.

EFFECT OF SENTENCE-COMBINING INSTRUCTION ON THE READING AND WRITING ACHIEVEMENT OF FIFTH-GRADE CHILDREN IN A SUBURBAN SCHOOL DISTRICT

Order No. 8110523

McAfee, Deurelle Clark, Ph.D. *Texas Woman's University*, 1980. 151pp.

This study investigated the effects of sentence-combining instruction on the reading comprehension and writing maturity of fifth-grade children. The treatment groups were comprised of 25 fifth-grade children in the experimental group and 25 fifth graders in the control group. The students were randomly assigned to treatment groups from two ability-grouped reading classes at approximate grade level.

Answers to the following questions were sought: (1) Is there a significant difference between the reading comprehension scores of students receiving sentence-combining instruction and the reading comprehension scores of students receiving traditional language arts instruction as measured by the *Test of Reading Comprehension, TORC*? (2) Is there a significant difference between the written language scores of students receiving sentence-combining instruction and the written language scores of students receiving traditional language arts instruction as measured by the *Test of Written Language, TOWL*? (3) What differences are there in writing maturity over a 6-weeks period as measured by a qualitative analysis of two free-writing samples using *TOWL* procedures?

At the beginning of treatment a 30-minute free-writing sample was collected from both experimental and control groups by the researcher. This served as a pretest.

For 6 weeks at the end of the spring semester, the experimental group received sentence-combining instruction for one-half of the language arts period (45 minutes) while the control group remained in the regular classroom for the second half (45 minutes) of the regularly scheduled language arts class. Sentence combining in this study in addition to manipulation of sentence pattern to produce more complex sentences included organization and writing of paragraphs and stories. In part materials used in the study were designed by the researcher from texts in use by both groups. Classroom teachers prepared lesson plans from manuals accompanying texts for traditional instruction. At the end of treatment both groups were tested for reading comprehension and writing maturity.

The statistical analyses for this investigation included two analyses of covariance and a proportional comparison tested at the .05 level of significance. Total Reading battery scores on the *Stanford Achievement Test* served as covariate data for ANOVAs. The results were as follows: (1) Students who received sentence-combining instruction had significantly improved reading comprehension scores after treatment compared to students who received no sentence-combining instruction. (2) Students who received sentence-combining instruction had significantly improved written language scores after treatment compared to students who received no sentence-combining instruction. (3) Students who received sentence-combining instruction had scores which showed significant improvement in free writing after treatment compared to students who received no sentence-combining.

AN INVESTIGATION OF PLAY RHYMES: A SUPPLEMENTARY SKILLS APPROACH REINFORCING BASIC SKILLS IN READING

Order No. 8117674

Mitchell, Wilma Louise, Ed.D. *University of Pennsylvania*, 1981. 173pp.

This study examined the effect of using play rhymes, a community speech event, expressed in nonstandard English, as a teaching vehicle in the reading program of a minority population of inner city elementary school children. Play rhymes, collected by the investigator and her students were used to supplement the content of the reading curriculum in the reinforcement of basic skills in reading.

The research population was comprised of two similar groups of twenty-eight female pupils who had demonstrated difficulty in a traditional reading program. Both groups used the Pennsylvania Reading/Communication Arts Program in conjunction with the basal reader. The experimental group substituted play rhymes once a week for the traditional library period, and the control group continued the traditional library period rather than use rhymes in their reading instruction. In both groups their respective supplemental reading involvement activities were used to illustrate phonographeme sound correspondence, a required curriculum objective. For the experimental group this activity was taught by using play rhymes from their community. The control group, on the other hand, was taught the same language features using conventional stories. Both groups were measured using the Gates MacGinitie Reading test, the Botel Milestones Reading test and the District I Phonics Inventory test.

The following two hypotheses were proposed and tested, (1) black female third-grade pupils, whose reading is supplemented with play rhymes, will score significantly higher on the Gates MacGinitie vocabulary test than pupils who complete the library reading program and (2) black female third-grade pupils whose reading instruction is supplemented with play rhymes will score significantly higher on the Gates MacGinitie Comprehension test than pupils who complete the library reading program.

In addition to these hypothesized relationships, the following questions were considered. Will black girls whose reading instruction is supplemented with a familiar community speech event, play rhymes, show skill growth in the District I Phonics Inventory and will black girls whose reading instruction is supplemented with play rhymes show skill growth in the Botel Reading Milestone test?

At the end of the ten week period, the Gates MacGinitie test was again administered to both groups. The data was analyzed using ANOVA and Covariance. The data the Botel Milestones test and the District I Phonics Inventory were analyzed descriptively.

The major conclusions emerging from this study were the following: (1) sight vocabulary tend to increase when children are taught sight words in a culturally familiar context; (2) reinforcement of reading skills was enhanced when presented in culturally familiar context: (3) the children became aware that they could read the rhymes which in turn motivated them to want to read other standard English books with enthusiasm and confidence.

AN INVESTIGATION OF THE EFFECTS OF USING A THESAURUS IN THE DEVELOPING OF VOCABULARY OF SIXTH GRADE STUDENTS

Order No. 8120841

MONTICK, WILLIAM ALBERT, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1981. 122pp. Chairperson: Maurie Hillson

This investigation examined the effects of the word meaning association methodology in which an unknown word meaning became known in connection with a familiar word of a similar meaning. A thesaurus was used as the instrument for establishing word association. The study encompassed the creation and testing of a model that was calculated to develop vocabulary growth in children. An attempt was made to establish a theoretical basis upon which a valid method of developing a meaning vocabulary could be verified. A meaning vocabulary represented those words for which a child had a number of meaningful mental associations. The child would recognize the word when seen in context, though the word may not have been in his/her listening vocabulary, nor would he/she be able to pronounce it correctly. The strategy of using synonyms in conjunction with a dictionary or thesaurus as the vehicle for teaching was examined.

Three classes from three elementary schools in Ridgewood, New Jersey, participated in a 31 week study. The sample consisted of 232 sixth graders. Each school had one class which served as a control group. The second and third classes at each school were given instructions following the experimental approach for which the teachers volunteered. The control group received no specific vocabulary lessons. The first treatment group completed 31 synonym worksheets using a published thesaurus to determine the appropriate synonym necessary to complete the 20 blanks on each worksheet. The second treatment group worked on the same 31 synonym worksheets using a published dictionary and compiled their own thesaurus from the words used on the worksheets. Every three weeks a synonym matching quiz, containing 20 of the 60 words presented during the three week period, was given to the two treatment groups. Two vocabulary tests, the O'Rourke Survey of Vocabulary and the vocabulary section of the Gates-MacGinitie, and the reading portion of the Metropolitan Achievement Test, which consisted of vocabulary and reading sections, were administered as the pre test and different forms of the same tests were administered as the post test at the conclusion of the study.

The results of the study were examined through an analysis of variance in a Data Text, 3 x 3 x 4 factorial design. Analysis of the statistical data showed that there was a significant difference on each of the standardized tests over the period of time allotted for the study. The data specifically related to the purpose of the study, however, suggested there was no significant difference between the control and the first treatment group, between the control and the second treatment group, nor between the first and second treatment groups.

It was suggested that significant differences among the groups may have occurred if the time frame were extended over several years of consciously guided vocabulary development similar to spelling or mathematics skills. The question was raised as to whether education has developed the best method of evaluating vocabulary growth. It was contended that it is not as easy to analyze vocabulary development as it might appear. Further, there is no methodology or protocal by which one can evaluate the significance of introducing the subjects to a thesaurus. Finally, it was suggested that the need is to examine specific theories of vocabulary development rather than development as a conglomeration of several distinct and separate methods.

IMAGINATION AND ENVIRONMENTAL CUES IN YOUNG CHILDREN'S VERBAL CREATIVITY

Order No. 8114176

NEWELL, JAMES WILLIAM, PH.D. *Syracuse University*, 1980. 120pp.

The present study was based primarily on Wallach and Kogan's and Ward's work in creativity and J. L. Singer's work in imagination.

Wallach and Kogan have presented a great deal of evidence to show that creativity, defined as "the child's ability to generate unique and plentiful associations in a generally task appropriate manner and in a relatively playful context" is internally consistent, yet independent of conventional measures of intelligence.

Ward (1968) observed that children often scanned the environment for cues to possible responses on measures of creativity. Differences in the extent to which children make use of environmental cues, Ward suggested represent "one part of the process which leads to performance differences between more and less creative individuals."

Singer (1961) provided evidence that children who reported daydreaming and imaginary playmates, who engaged in extensive socio-dramatic play and who preferred games and activities containing imaginative elements, told more creative stories than children not reporting these activities. Singer (1973) proposed that such differences in imagination should be reflected in measures of creativity other than storytelling.

The major purpose of the present study was to investigate the role of imagination and use of environmental cues in verbal creativity. Second grade children were given a putative creativity measure in a cue rich environment. The creativity measure, however, was not used to assess creativity. Rather it was used to determine the extent to which individual children made use of environmental cues. At the same time, children were interviewed about their favorite pastimes and imaginary activities so that they could be rated in terms of imagination. Following the putative creativity test and the imaginative activities interview, children were given other bona fide creativity measures under identical conditions.

Multiple regression was used to examine the effect of cue use and imagination on creativity test performance. Cue use and imagination were treated as predictors of creativity in a hierarchical model. The significance of control variables such as intelligence, age, sex and immediate memory and exploratory variables such as scores on the warm-up task, responses to the putative creativity measure not cued by pictures and objects, and time spent on the creativity measures was also investigated with this approach. In addition to multiple regression, partial correlation and analysis of variance were used in data analysis.

Wallach and Kogan's position regarding the separation of creativity and intelligence received strong support from the present study. Performance on the Peabody Picture Vocabulary Test was not related to performance on any of the creativity measures. However, evidence for the internal consistency of creativity was less convincing. A weak relationship between the Wallach and Kogan type measures and the third measure of creativity, story telling, was found.

Searching the environment for cues was strongly related to performance on the Wallach and Kogan type measures but not on the story telling measure. Imagination was related to performance on the story telling measure, but not on the Wallach and Kogan type measures.

Age and sex were not found to be important determinants of performance on creativity tests. Immediate memory, however, was significantly related to performance on the Wallach and Kogan measures. Evidence suggested that the ability of the recall task to predict scores on the Wallach and Kogan type measures was a function of its strong association with cue use.

The time children spent on the creativity measures was moderately correlated with performance on the Pattern Meanings, Uses and Imaginary Story tests. Children who spent more time on the creativity tests did better than children who spent less time. Time spent working was the only variable that was significantly correlated with all three criterion variables.

The number of responses to the putative creativity measure not cued by pictures and objects in the environment also proved to be a good predictor for the Wallach and Kogan measures. However, evidence suggested that this measure and the number of responses cued by environmental stimulation were really estimates of performance on the putative creativity measure as a whole. Thus, it was suggested that differences in cue use be established with methods other than those used to assess creativity in order to provide a more clearcut test of the importance of cue use in creativity.

Results of the present study also suggested that differences in imagination are reflected on measures of creativity only when the quality rather than the quantity of ideas is considered.

ELECTIVE ENGLISH IN SECONDARY SCHOOLS: A DESCRIPTIVE EVALUATION IN MACROCOSM AND MICROCOSM

Order No. 8114885

PAINTER, LORENE HUFFMAN, ED.D. *The University of North Carolina at Greensboro*, 1980. 274pp.

This study traced the historical and philosophical evolution of short-course elective English programs in American secondary schools, emphasizing the development and effects of a selected example involving alternative course designs. The problem has been that many proponents of functional and/or content-oriented English curricula have considered the elective model incompatabile with their professional commitments and have sought its demise. The short-course elective program, originally a manifestation of the experiential stance, has since demonstrated potential as an administrative accommodation for multidesign in future curricula.

The investigation was a descriptive appraisal based on narrative, constructivist, and empirical sources. An extensive review of external primary and secondary literature preceded the internal case study, which assessed affective and cognitive variables among students in the elective English program at Bunker High School in Claremont, North Carolina. Instrumentation included psychometric measures of academic gain, attitude toward school subject, academic anxiety, person-group relations, and student/teacher perceptions of teacher behavior. The statistical significance of comparative and related effects on student subgroups was ascertained by subjecting the data to a series of t tests, Pearson product-moment correlations, and a factor analysis. Stake's Congruence Model served as a conceptual framework for the collection and processing of data to determine construct validity as well as variability of effects within the target program at a .05 level of significance.

Subjective and objective data were congruent in that academic gain compared favorably with the national norm, significantly so with the performance of workbound students in reading skills and further-training students in writing skills. Academic gains of the college-bound were obscured by the ceiling effect of the tests. Seniors, further-training, and A students evidenced a significantly more positive attitude toward school subjects than other subgroups. The college-bound and A students from all grade levels indicated significantly higher academic anxiety, presumably due to strong achievement motivation. Seniors, further-training juniors, and students with A grades at all levels showed a significantly higher sense of acceptance by classmates. Further-training sophomores with A grades exhibited a significantly stronger sense of attraction to their peers. College-bound students perceived faculty behavior as significantly more indirect and the work-bound perceived it as more direct than the further-training group did. This concurred with teacher perceptions of appropriate behavior toward these subgroups. Significant correlations existed between the contingencies of scores in person-group relations and attitude toward school subject among all students in Grades 10, 11, and 12. In the social-emotional area of the factor matrix, correlation value was evidenced at a .001 level of significance.

Thus the effect of the target program was beneficial in different aspects to various student subgroups, with the middle majority or further-training group appearing to profit most. Academic, social, and emotional outcomes were similar to those of the few earlier formal studies available. The impeditive nature of recurring discord between tradition and attempts at reform in English education was explored and an amelioration via some variation of the elective system seemed advantageous. The case study illustrated such a productive attempt at reconciliation through the philosophical synthesis of functional, conceptual, and experiential goals into a viable curriculum geared to career aspirations. Such a blend of conflicting ideas from formative years was viewed by many contemporary curricularists as an indication of maturity within the discipline of English, providing an opportunity for future focus on problem solution rather than theoretical disputation.

PHONEMIC ANALYSIS, CONCRETE OPERATIONS, AND READING AN ALPHABETIC SCRIPT

Order No. 8112329

ROSENBERG, STEVEN LARRY, ED.D. *Hofstra University*, 1980. 207pp.

The purposes of this cross-sectional study were: (1) to determine: (a) the relationship between phonemic analysis skills and concrete operational thinking; (b) whether concrete operational thinkers analyze the phonemic structure of language significantly better than non-concrete operational thinkers; (c) the relationship between concrete operational thinking and phonemic analysis ability with oral reading, reading comprehension, and the ability to use phonics, and (2) to identify the most efficient predictor or combination of predictors of oral reading, reading comprehension, and the ability to use phonics.

The 30 second and the 30 third graders (from a Brooklyn, New York public school in which 16 percent of the children were on or above grade level) were given: (1) Parts A and B of the Auditory Discrimination subtest of the Stanford Diagnostic Reading Test-Red Level (AUDDISC-A and AUDDISC-B); (2) the Rosner Test of Auditory Analysis Skills (ROSNER); (3) the Lindamood Auditory Conceptualization Test-Category II (LINDAM); (4) The Conservation of Number, Substance, and Continuous Quantities subtests of the Goldschmid-Bentler Concept Assessment Kit (CONSERV); (5) the Elkind Seriation Task (SERIAT); (6) the Classification Task (CLASSIF); (7) the Reading subtest of the Wide Range Achievement Test (WRAT); (8) the Gray Oral Reading Test (GRAY); (9) the Reading-Part B subtest of the Stanford Achievement Test (Primary Levels I and II) (COMP); and (10) the Phonics Ratio (PHON).

Findings. Pearson product moment correlations, t-tests, and multiple regression correlations were computed to test the hypotheses. Significance was set at the .05 level of confidence.

Analysis of the data revealed: (1) on the second grade, concrete operational thinking ability had no significant, positive correlations with total phonemic analysis ability; (2) on the third grade, all concrete operational tasks had significant, positive correlations with total phonemic analysis ability; (3) concrete operational thinkers scored significantly higher than non-concrete operational thinkers on three of the four tests of phonemic analysis ability; (4) on the second grade: (a) AUDDISC-A, LINDAM, and ROSNER scores had significant, positive correlations with WRAT and GRAY scores, and (b) AUDDISC-A and ROSNER scores had significant, positive correlations with COMP and PHON scores; (5) on the third grade: (a) AUDDISC-A, AUDDISC-B, LINDAM, and ROSNER scores had significant, positive correlations with COMP scores; (b) AUDDISC-A, LINDAM, and ROSNER scores had significant, positive correlations with WRAT and GRAY scores; and (c) LINDAM and ROSNER scores had significant, positive correlations with PHON scores; (6) on the second grade, none of the measures of concrete operational thinking and significant, positive correlations with any of the measures of reading ability; (7) on the third grade: (a) CONSERV, SERIAT and CLASSIF scores had significant, positive correlations with COMP scores; and (b) CLASSIF scores had significant, positive correlations with WRAT, COMP, and PHON scores; (8) A combination of second grade predictor variables accounted for significant amounts of variance in WRAT, COMP, and PHON scores; (9) a combination of third grade predictor variables accounted for significant amounts of variance in WRAT, GRAY, COMP, and PHON scores; (10) The ROSNER scores accounted for more of the variance than any of the other predictor variables, in WRAT, GRAY, COMP, and PHON scores on the second and third grades.

Conclusions. (1) There was no clearcut relationship between concrete operational thinking and phonemic analysis ability. (2) Conservers tended to score higher than non-conservers on tests of phonemic analysis ability. (3) Phonemic analysis ability was more highly related to reading ability than was concrete operational thinking ability. (4) Phonemic analysis and concrete operational thinking abilities were more highly related to reading as reading level increased. (5) The Rosner Test was the most efficient predictor of reading achievement. (6) Reading ability was dependent upon abilities not measured in this investigation.

THE EFFECT OF PICTURES ON THE ACQUISITION OF ISOLATED SIGHT WORDS

Order No. 8117532

ROUSE, ROBERT EDWIN, PH.D. *The University of Wisconsin - Madison*, 1981. 81pp. Supervisor: Professor Wayne Otto

The use of pictures in conjunction with beginning reading is common place; yet, there is considerable controversy as to whether pictures have a facilitating or a distracting effect on beginning sight word acquisition.

The present investigation consists of two studies. Study I is an attempt to replicate Samuels' (1967) Experiment I, in which a distracting effect for pictures was reported. Following Samuels' original procedures, 30 kindergarteners were pretested and students who knew any of the stimulus words were eliminated from the study. The remaining students were then randomly assigned to either a no-picture, simple-picture, or complex-picture group in which they learned four sight words. The experiment proper for all groups consisted of the alternation of acquisition trials in which feedback was given ("right", "correct", or the correct enunciation of the word when errors were made) and test trials in which no feedback was given. During test trials, when pictures were not present, there were no significant differences between groups. This result is not in line with Samuels' (1967) finding of a distracting effect for pictures.

Study II is similar to Study I except that there was no pretest on the experimental words or subsequent eliminations and the feedback which varied in Study I ("right", "correct", or the correct enunciation of the word for student errors) was consistently the correct enunciation of the stimulus word. During test trials, there were no significant differences between groups. The results for Study II do not support either a facilitating or a distracting effect of pictures on the acquisition of isolated sight words. The conclusion presented is that the effect of pictures on the acquisition of isolated sight words is not yet known because neither the facilitating nor the distracting effect of pictures is consistently verifiable with present research procedures.

AN INTEGRATIVE READING-LANGUAGE APPROACH

Order No. 8124522

SANGER, DIXIE DEA DENMAN, PH.D. *The University of Nebraska - Lincoln*, 1981. 255pp. Adviser: Sheldon L. Stick

This study was implemented with a quasi-experimental design involving an intact treatment and control group to determine if second grade children, who had been identified as having possible reading comprehension problems and possible language deficiencies demonstrated improved performance with an integrated reading-language treatment approach taught during their reading instruction period. Additionally, standardization data were obtained on the Informal Reading-Language Test and procedures were developed to train classroom teachers to implement an integrative reading-language treatment approach. A prediction study was conducted to assess the relationship between four predictor variables and a criterion behavior.

A total of 16 children were included in the experimental group and 19 children were in the control group to test the effectiveness of six operationally defined integrated language behaviors comprising the integrative treatment approach. The study involved two weeks of pre- and posttesting and eleven weeks of treatment. Descriptive and inferential statistics and observational data were used to evaluate and describe the research results.

Based upon the results the following conclusions were made: (1) Effective procedures were used to train the experimental classroom teachers to implement the integrative reading-language treatment approach to help the children in the study to construct meaning from their reading lessons. (2) The Informal Reading-Language Test was a reliable and efficient measure to use with normal kindergarten children and second grade low readers. It was the best single predictor variable for results on the Test of Language Development (1977). (3) The experimental group who received the integrative reading-language treatment approach demonstrated positive trends in listening comprehension and the linguistic dimensions of morphology, semantics and syntax. The approach was representative of an active psycholinguistic teaching process and incorporated listening, remembering, and components of language development to teach reading. (4) The classroom teacher was an important variable for effectively teaching children to recall and sequence verbal material. (5) Following verbal directions was the primary integrated language behavior frequently elicited by the two control classroom teachers. (6) The integrative reading-language approach represented a technique for integrating linguistic components of semantics, morphology and syntax into the academic subject area of reading.

SELECTED EFFECTS OF SENTENCE COMBINING EXERCISES ON THE READING AND LISTENING COMPREHENSION AND ATTITUDES OF SEVENTH GRADE STUDENTS

Order No. 8125808

SIMMONS, SUSAN SAUNDERS, PH.D. *The Florida State University*, 1981. 113pp. Major Professor: C. Glennon Rowell

The primary purpose of this study was to ascertain if sentence combining (SC) activities had an effect on the reading and listening comprehension of seventh grade students. Further purposes were to investigate correlations among reading, listening, and mean T-unit length and to determine what attitudes toward various SC activities would develop among the experimental subjects.

This twelve-week study involved eighty-seven students in four seventh grade classrooms at Belle Vue Middle School in Tallahassee, Florida. The experimental and control groups were each divided into regular and advanced language arts classes by reading ability. Each of the two teachers taught an experimental and control class. The treatment consisted of one and a half hours per week of open and closed, written and oral SC exercises as well as SC-cloze activities.

The data for reading comprehension were gathered from a pre- and posttest administration of the comprehension subtest of *Science Research Associates Achievement Series*, Level E, Forms 1 and 2. Listening comprehension scores were taken from a pre- and posttest administration of the listening comprehension subtest of the *Stanford Achievement Test*, Intermediate Level II, Forms A and B. Syntactic fluency data were calculated from pre- and posttest free writing samples in the narrative mode. A two-way analysis of variance of gain scores yielded results indicating no significant differences between the experimental and control groups, ability groups, or sexes for reading or listening comprehension. There were no significant changes among reading, listening, and mean T-unit length correlations from pre- to posttest. The analysis of the SC attitude inventory showed enjoyment of both SC activities and reading with the open and oral SC exercises achieving highest popularity.

Conclusions from this study were that a-contextual SC instruction was not found to be an effective means of increasing reading or listening comprehension among seventh grade students. The SC treatment, however, was evaluated as enjoyable by the majority of the experimental students, particularly in its oral and open aspects.

SPELLING REFORM PROPOSALS FOR THE ENGLISH LANGUAGE

Order No. 8117101

STARRETT, EDMUND VINCENT, ED.D. *Wayne State University*, 1981. 343pp.

Beginning with an Augustinian monk named Orm at the start of the thirteenth century and extending through the following seven centuries, eminent linguists, educators, writers, statesmen and organizations have developed plans, schemes, proposals and ideas on how to change the spelling of English to make it more phonemic.

Over the centuries, these spelling reform proposals have varied greatly in purpose, nature and extent of change. They have been referred to by a myriad of different names: simplified, augmented, phonetic, phonemic, rational, revised and amended spellings, to name but a few.

Despite the nature and extent of these proposals, they fall rather naturally into six distinct categories according to the types of changes.

One type of proposal uses new letters or characters to augment and supplement the present alphabet. These new letters may be modifications of present letters or completely new symbols. John Hart, in 1569, and Alexander Gill, in 1619, were two of the earliest writers to recommend the use of additional letters. In the nineteenth century, Sir Isaac Pitman popularized Phonotype, an augmented alphabet of forty-two letters. Almost a century later, James Pitman, grandson of Isaac, produced a new forty-five symbol alphabet called the Initial Teaching Alphabet (i.t.a.) to assist beginning readers to learn to read.

A second type of spelling reform proposal includes those that advocate supplementing the present alphabet by the use of diacritical marks placed over, under, or next to a particular letter to indicate pronunciation. Early enthusiasts of this type of change are sixteenth century educators William Bullokar and Richard Mulcaster, and American patriot Benjamin Franklin.

A third, and most popular way to achieve spelling simplification involves the use of digraphs, or new letter combinations, to represent certain consonant, vowel and diphthongs. The first recorded spelling reformer, Orm, about the year 1200, doubled consonants following short vowels. Examples of more modern alphabets are New Spelling by the Simplified Spelling Society in England, Anglic by the Swedish linguist Robert Zachrisson, and World English Spelling by Godfrey Dewey.

A fourth category includes those proposals such as advocated by The American Philological Association at and after the turn of the century, and the Spelling Action Society at the close of the century, which advocated and promoted systematic, limited and step-by-step reform beginning with a certain group of words and extending beyond that to other word groups as acceptance dictates.

A fifth, and least common, means of achieving spelling simplification is through the use of colors to signal certain sounds of the printed word. Color coding proposals, such as those popularized by Caleb Gattegno and Alex Bannatyne are not, strictly speaking, intended as examples of permanent reform of English orthography, rather they are proposed as a means of teaching beginning reading to children and adults.

The sixth, and most radical, type of spelling reform involves the total replacement of the present Roman alphabet with new letters and/or characters which may or may not have some visual relationship to the present alphabet. Such radical new alphabets are based on the idea that the present alphabet is so irregular and inconsistent that a complete overhaul of the alphabet is necessary. The Shavian alphabet of George Bernard Shaw and the Deseret Alphabet of Brigham Young are examples of this type of reform.

Seven hundred years of spelling reform proposals seem to indicate a consistent desire on the part of some scholars to try to do something about the state of the orthography of the language. It also points out the failure of the same group to bring it about. The problem remains to the future for solution.

A STUDY OF MEDIA IN RELATION TO ENGLISH

Order No. 8117948

SUHOR, CHARLES AUGUST, PH.D. *The Florida State University*, 1981. 262pp. Major Professor: John S. Simmons

An examination of the nature and range of the English teaching profession's concern with media, this study reviewed the literature of English education from 1961-1978, with emphasis on four journals of the National Council of Teachers of English (*Elementary English/Language Arts, English Journal, College English*, and *College Composition and Communication*). A major purpose of the study was to discover the extent to which the media movement of the late 1960's and early 1970's was supported by rationales for the study and use of electronic and artistic media in English programs. The journals were the basis of a tally in which the profession's concerns with media were categorized, quantified, and analyzed. Other resources--methods texts, other journals, books from related subject areas--were also consulted, especially when the journals failed to treat some aspect of media adequately.

The categories of media-related materials found in the journals were, in order of frequency of inclusion: Referential (brief citations), Theoretical, Practical, Mechanical (media hardware), Quantitative (dealing with effects of media on students and society) and Analytical. The number of media-related articles (1,799 in all) showed a continuing pattern of growth between 1961 and 1978.

The examination of the categories revealed several points of interest, including a strong tendency for writers of Analytical articles to use the terminologies and methods of literary criticism when analyzing materials in non-print media. However, a smaller number of writers did use medium-specific approaches, criticizing the application of inappropriate tools of analysis. The Mechanical articles revealed the profession's persisting but unfocused concern with hardware aspects of media. Film hardware was seldom described in the journals. The tape recorder was the machine most frequently treated, usually in Practical articles. Computers were often cited for their potential for influencing instruction but were not seen as adequate tools for teaching most important skills and concepts. Several Practical articles uncovered theoretical concepts, such as transmediation, which refers to student translation of ideas from one medium (e.g., print) to another (e.g., a collage). Another such concept is focused perception, in which students react to a direct experience (e.g., a physical object) as if it were artistically mediated (e.g., a painting).

Theoretical materials in the journals generally took the form of briefly stated rationales, which were subcategorized and analyzed. The subcategories included media for their own sake; media as motivators; media as expedients; media as vehicles for traditional goals of English instruction; English and media in learning theory contexts; and English and media as bases for broader disciplines. The broader disciplines included humanities, general semantics, visual literacy, communications, semiotics, and aesthetic education.

The most powerful Theoretical rationales, both in the journals and other sources, were the infrequent explorations of media and English in relation to communication theory, semiotics, and learning theory. The last of these focused largely on Piagetian psychology, whole-brain education, and James Moffett's theories. Theoretical models that supported these rationales were presented and analyzed, and the author presented an original four-part theoretical model for media in English, bringing together the most useful theoretical statements and previous theoretical models.

THE RELATIONSHIPS BETWEEN INSTRUCTIONAL DESIGNS AND CLASSROOM STRUCTURE IN SELECTED ENGLISH PRIMARY CLASSROOMS

Order No. 8122234

VIZBARA-KESSLER, BARBARA, ED.D. *Northern Illinois University*, 1981. 155pp. Director: Walter S. Foster

This study investigated the utility of the Instructional Designs Taxonomy (IDT, Seguel, Baldridge, Christensen, Kessler, 1978) for providing a mutually exclusive and exhaustive system for classifying classroom activities. The relationships between these observations and the open-traditional dimension in selected British elementary classrooms were also investigated.

The IDT conceptualized classroom activities as consisting of macro and micro design elements which occur and re-occur in a variety of subject matter contexts and which integrate a wide variety of instructional elements. Previous research has focused either on discrete instructional elements or on subject matter fields. Attempts at more integrated approaches have concentrated either on teaching behavior, as in teaching models, or on learner behavior, as in learning styles. The IDT is novel in that it places attention on the interaction between teacher and learner behavior rather than on each one separately. Its usefulness in analyzing classroom organizational structures should be that the focus on the gestalt of activity gives it a neutrality which avoids the polarization toward either teacher or learner which characterizes the literature on structure.

The Determination of Classroom Structure Questionnaire (DCSQ), Kessler, 1979) was used to locate classrooms on an open-traditional continuum. Twenty-nine classrooms of varying degrees of open structure in six primary schools in the London area made up the selected sample.

Observations were divided into three-minute intervals. A mark was made for each macro and micro design observed in each interval, and the proportion of total marks observed for each macro design was calculated. The most frequently observed macro designs were "stage managing" (.24), "telling" (.20), and "setting a task" (.15). Other macro design proportions were "testing" (.12), "logistics" (.11), "record keeping" (.07), "showing" (.07), and "interviewing" (.05). "Planning" and "paradox" were not observed at all.

With macro designs the proportion of three-minute intervals containing each design was calculated. "Monitor" was the most frequent, occurring in .47 of the intervals. Other frequently occurring micro designs were "information" (.27), "logistics" (.27), "behavior" (.25), "oral immediate" (.24), "directions" (.17), "record keeping" (.17), "show" (.15), and "inquiry" (.11).

Significant positive correlations were observed between degree of openness and the macro designs "inquiry," "product and variation" and "game." Significant negative correlations were found between degree of openness and "exact product," "program," and "directions."

It was concluded that certain instructional designs can be expected to occur frequently in primary classrooms while others will occur less frequently or rarely, regardless of the degree of openness of the classroom. The correlations between designs and degree of openness conform to general expectations for differences between open and traditional classrooms.

It appears that the Instructional Designs Taxonomy is a viable instrument for classroom observations. Certain suggestions were made for revising this instrument to increase its potential utility.

THE EFFECTS OF EDUCATIONAL SPELLING GAMES ON SPELLING ACHIEVEMENT OF ELEMENTARY STUDENTS

Order No. 8127400

WALKER, DOVIE MAE, ED.D. *East Texas State University*, 1981. 59pp. Adviser: Donald R. Coker

Purpose of the Study. This study was designed to determine the effect of educational spelling games on spelling achievement of third and fifth grade students.

Procedure. One hundred forty-nine students from the third and fifth grades in the Atoka Public Schools, Atoka, Oklahoma, participated in the study. Using a random procedure, one class from each third and fifth grade level was selected to serve as an experimental group using teacher-devised spelling games. One class from each grade level was selected to serve as an experimental group using commercial spelling games. The remaining class at each grade level served as the control group using only the prescribed spelling text. The study was conducted for an eighteen week period.

During the implementation period, the classes at both grade levels designated as the experimental groups using educational spelling games participated in spelling game usage in addition to the regular spelling instruction from the prescribed text. The control groups at both levels utilized only the prescribed spelling text.

The spelling subtest from the *Stanford Achievement Test*, 1973 Edition, Forms A and B, of the Primary Level 2 and Intermediate Level 1, was used as a pre-test and post-test. The research design was a pre-test-post-test, control group design using an independent *t* test with a .05 level of significance.

Findings. (1) There was no significant difference between the group means of spelling achievement of third grade students using teacher-devised spelling games and those using commercial spelling games. (2) There was no significant difference between the group means of spelling achievement of third grade students using commercial spelling games and those utilizing only the prescribed spelling text. (3) There was no significant difference between the group means of spelling achievement of third grade students using teacher-devised spelling games and those utilizing only the prescribed text. (4) There was no significant difference between the group means of spelling achievement of fifth grade students using teacher-devised spelling games and those using commercial spelling games. (5) There was no significant difference between the group means of spelling achievement of fifth grade students using commercial spelling games and those utilizing only the prescribed spelling text. (6) There was no significant difference between the group means of spelling achievment of fifth grade students using teacher-devised spelling games and those utilizing only the prescribed spelling text. (7) There was a significant difference between the group means of spelling achievement of third grade students using teacher-devised spelling games and fifth grade students using teacher-devised spelling games. (8) There was a significant difference between the group means of spelling achievement of third grade students using commercial spelling games and fifth grade students using commercial spelling games. (9) There was a significant difference between the group means of spelling achievement of third grade students utilizing only the prescribed spelling text and fifth grade students utilizing only the prescribed spelling text.

Conclusions. (1) Teacher-devised and commercial spelling games had no significant effect on spelling achievement at either the third or the fifth grade level. (2) Teacher-devised and commercial spelling games have more effect on spelling achievement at the third grade level than at the fifth grade level.

COMPARISON OF CHILDREN'S PRE-KINDERGARTEN SKILLS AND THE KINDERGARTEN CURRICULUM IN LANGUAGE ARTS AND MATHEMATICS Order No. 8123521

WATT, MARCIA LYNN, PH.D. *University of Oregon*, 1981. 143pp. Adviser: Mildred C. Robeck

The purpose of this study was to compare the pre-academic language arts and mathematics skills of entering kindergarten children with anticipated accomplishments by the end of the year as reflected in the goals and objectives of representative school districts. First, a composite was prepared of language arts and mathematics readiness skills commonly listed as end-of-the-year goals and objectives for kindergartens. Second, the level of attainment for those commonly listed skills were assessed in a sample of entering kindergarten students. Third, an analysis was designed to compare similarities and differences between entry attainment levels of the children and end-of-the-year goal attainment levels.

Subjects of the study were entering kindergarten students from 12 school districts in Oregon. One kindergarten class was randomly selected from each of the participating school districts based on previously stipulated levels of socioeconomic status (high, middle, and low). All kindergartens were administered an adaptation of the Kindergarten Evaluation of Learning Potential (KELP). These KELP Language Arts and Mathematics Readiness Tests were administered individually by a team of research assistants. Six of the school districts, representing high, middle, and low socioeconomic status, were administered the Metropolitan Readiness Tests (MRT) in group setting.

According to the KELP Language Arts Readiness Test, entering kindergarten classes responded correctly on an average of 36 to 67 percent of the language arts test items. Differences in scores were associated with the socioeconomic status (SES) category of the schools. Correct responses of high SES schools averaged 61 percent; middle SES schools averaged 44 percent; and low SES schools averaged 45 percent. For the KELP Mathematics Readiness Test items, the average percentage of correct responses ranged from 40 to 75 percent for the 12 schools. The percentages varied according to SES levels of the schools. Correct responses of high SES schools averaged 72 percent; middle SES averaged 56 percent; and low SES averaged 55 percent. The similarity of scores between middle and low SES schools was not anticipated by the investigator.

A statistically significant difference was found on the MRT scores between high and middle SES schools ($p < .05$); also between high and low SES schools ($p < .05$). No statistically significant difference was found in MRT scores between middle and low SES schools.

The Pearson product-moment correlation coefficient of stability (test-retest reliability) was conducted. A reliability coefficient of .89 was determined for the KELP Language Arts Readiness Test; the KELP Mathematics Readiness Test received a .80 reliability correlation coefficient.

Entering kindergarten students were found to exhibit many, and in some instances most, of the pre-academic language arts and mathematics skills expected for mastery during the year. Numerous implications can be drawn from these results. First, varying numbers of students are probably given instruction on skills acquired prior to entering kindergarten. Second, a measure of the academic growth attributed to attending kindergarten is lessened when much reteaching of previously known skills takes place. Third, by recognizing varying performance abilities between SES (high, middle, and low), curriculum can be designed to meet the needs of all children. Fourth, a comparison of skills when children enter kindergarten with their anticipated accomplishments at the completion of the year will provide a more precise inventory of the needs of individual children. Discrepancies between students needs and the goals of kindergarten suggests experiences with more advanced academic language arts and mathematics skills.

THE RELATIONSHIP OF POP/ROCK MUSIC TO CHILDREN'S TASK PERFORMANCE AND CONTINUING MOTIVATION IN LANGUAGE ARTS INSTRUCTION Order No. 8116745

WEISSKOFF, RITA SEILER, PH.D. *The University of Connecticut*, 1981. 110pp.

Problem. It was the purpose of this study to explore selected outcomes of using the medium of commercially-recorded pop/rock music as an integral part of an instructional package in language arts. The research was designed to compare alternate learning conditions--music and no music--with respect to task performance and continuing motivation.

Design. Subjects of the study were 201 fourth and sixth graders in two elementary schools in a large Connecticut city in 1979. Four fourth grades and four sixth grades were randomly assigned to treatment. Experimental materials, developed and piloted by the investigator, consisted of the printed lyrics of a pop/rock song and three language games requiring students to use letters and words from the lyrics to decode a message, unscramble and match definitions and follow complex directions. All subjects received identical packets; the music group heard the recorded song on tape and the no music group heard the investigator read the lyrics aloud. Each student had twenty minutes to work through the material.

Task performance was measured by tallying the number of correct responses. Continuing motivation, which psychologist Martin L. Maehr has defined as the tendency to return to and continue working on tasks away from the instructional context in which they were initially confronted, was measured by a simple three-item self-report device developed by Maehr and a three-point Likert-type scale reflecting teacher perception of typical student behavior.

The two primary hypotheses, which examined differences between treatment groups with respect to task performance and continuing motivation (CM), were analyzed by means of three-way analyses of covariance using sex, grade level and treatment as the independent variables, reading standardized score as the covariate and (1) task performance and (2) CM as the dependent variables. A secondary hypothesis on the relationship of task performance to CM was analyzed by generating a product-moment correlation which was tested at the .05 level.

Results. No significant main effects or interactions were obtained for the analysis of covariance for task performance, and the null hypothesis was accepted. Analysis of the data on CM revealed that the fourth grade scored significantly higher than the sixth grade ($F = 4.14$, $p < .05$), as did those in the music condition over the no music condition ($F = 6.67$, $p < .01$). There was a significant interaction between sex and treatment condition ($F = 3.85$, $p < .05$), the highest levels of CM found for girls in the music condition and boys in the no music condition. A further analysis of CM was modified by teacher perception of students' normal classroom behavior. This analysis revealed that those in the music condition scored significantly higher ($F = 17.03$, $p < .01$). There was a statistically significant relationship between task performance and CM due to the large sample size ($r = 22$, $df = 199$, $p < .01$) but it was concluded that the relationship demonstrated little practical significance, the variables sharing only 4.8% in common.

Conclusions. Music was found to serve neither as a positive force nor a distraction with respect to achievement, a finding of particular interest in light of the significant relationship demonstrated between music and CM, especially the motivation of children whom teachers perceived as almost always unmotivated. The negligible practical relationship found between task performance and CM makes a case for music as a potent antecedent of CM independent of achievement.

Results suggest that curriculum specialists and classroom teachers need to pay more attention to this medium and look for ways to integrate it into language arts activities. It is important that further research be conducted which replicates as well as refines this study in order to clarify these data.

URBAN CHILDREN BEGIN TO READ: AN EXPLORATION OF THE DEVELOPMENT OF FIVE YEAR OLD CHILDREN'S LETTER AND WORD READING COMPETENCIES

Order No. 8126294

WINSTEAD, SHIRLEY VIRGINIA STEWART, ED.D. *Virginia Polytechnic Institute and State University*, 1981. 195pp.

The major purpose of this study was to determine if low socio-economic kindergarten children go through the same stages of beginning reading the the same rate as Mason's middle class children.

The subjects for this study were sixty kindergarten children selected from two schools in Virginia that qualified for the Title I Projects. The children were divided into two groups; thirty in the experimental group and thirty in the control group. *Mason's Three Stage Test*, designed for middle class children was used to place children into one of the three reading stages. Also, the *Assisted Reading Inventory* was used to determine the number of words each child recognized during the study. Both tests were administered prior to and following ten weeks of special reading instruction for the experimental group, and a continuation in the school's reading program for the control group. The number of reading stage movements from one stage to the other, and the number of words each child recognized were evaluated.

Mason's Three Stage Test for middle class children includes three stages: (1) Stage I, Context Dependency, (2) Stage II, Visual Recognition and (3) Stage III, Letter-Sound Analysis. The *Assisted Reading Inventory* consisted of six selections from a beginning reading collection of books.

A Chi-square Analysis was used to determine whether the number of children at each reading stage changed significantly during the ten week period and comparison between the following groups were made: (1) The experimental group and Mason's group, (2) The control group and Mason's group and (3) The experimental group and the control group.

Exploratory questions included comparisons between the following: (1) Reading stage movement between children living with single parents and children living with both parents, (2) Reading stage movements of black children living with both parents and white children living with both parents, (3) Reading stages progressed in the experimental group between the black low socio-economic children and the white low socio-economic children, and (4) Reading stages progressed in the experimental group between the black single parent children and the white single parent children. The validity of Mason's stages was also questioned.

An analysis of the results revealed that the low socio-economic children in the experimental group did more through Mason's stages, and at a higher rate, and attained higher reading gains. Fourteen of the thirty (forty six percent) of the children in the experimental group moved two stages, while none of the children in Mason's group moved two stages.

A comparison between the experimental and the control group revealed that the experimental group made greater progress than the control group; Mason's stages were useful in evaluating movements in the experimental group, but not the control group. No significant difference was found in the reading stage movements relating to the exploratory questions.

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